

Wiki. Instructions for creating the content

Introduction

The University commissions specialist authors to create teaching materials for each course. With this aim in mind, the authors are given a set of instructions on how to present the originals. This relates to the structure, form and style that the materials should have.

Broadly speaking, teaching materials contain the basic objectives and contents of a course and they provide the resources needed to take it. They are not manuals on a specific subject, but learning materials. This is why they have a certain structural design and specific teaching resources that are intended to help students in their learning.

The UOC's text-based materials are organized in units that have, as a general rule, the following structure:

- Introduction
- Objectives
- Content
- Glossary
- Activities
- References
- Appendices

Evidently, not all the elements have to appear in all the materials.

Credits

The credits in a wiki are usually placed in a coloured box (to demarcate this content) just below the title of the material.

The elements you might find are as follows:

- Authorship of the material
- Name of the coordinating professor in charge of creating or revising the material
- Product code
- Reproduction licence (if it is not under copyright, in other words, any of the Creative Commons types)

They may contain other information if it is relevant in any specific material.

Resource description

Table of contents

The wiki table of contents contains the title of each section and links directly to the sections in question.

Introduction

The introduction presents the contents of the wiki. The general and specific features of the subject are mentioned, guidelines are provided for working with the material, etc.

Objectives

The list of objectives specifies the general skills that the student should acquire after having worked with the material given in the wiki. The objectives refer not only to the acquisition of knowledge, but also to attitudes, values, procedures, skills, etc, and should be written from the student's point of view. It is a good idea to precede the list of objectives with an introductory paragraph.

Content

The contents in a wiki can be organized into sections. The information is organized in such a way that the main text with the essential information appears in the central box. Among this information in the central box, there may be complementary information in the form of teaching resources (which we will specify in the following sections), at all times with the aim of aiding the reading and understanding of the text provided by the author.

Summary

The summary offers a précis of the main contents that have been developed in the wiki.

Activities

The activities should be seen as learning situations that guide, orient and aid study of the wiki. It is a good idea to provide a suitable number according to the objectives, contents and credits. Similarly, it is also a good idea for them to involve different actions, in other words, for not all of them to follow the same methodology: know (remember), understand, apply, analyse, summarize, assess, create.

We can find activities both throughout the text (associated with the concepts referred to) and in a separate section.

Glossary

The glossary gives the definition of the key words in the wiki, which are arranged alphabetically. The number of entries usually varies between 10 and 15, although this has to be assessed on the basis of the contents displayed. Entries start with a lowercase letter and are in bold. There should not be a colon between entry and definition. The grammar category needs to be included and shown.

A list of abbreviations may be included in the same format.

References

The aim is to include in this section both the reference works related to the content of the wiki and the works referenced in the text. All the works referenced must have the basic details (author, publication date, title and publisher). Specific in-house format and layout criteria apply, which are explained in detail in the *Practical Guide to English Usage*. As an exception, for materials for disciplines in the area of psychology, the APA (American Psychological Association) standards are used.

Subsections may be created to aid identification of the works (by subject, if they are basic or complementary, relating to specific sections, etc).

Books, articles, web pages and videos may be included. Any resource that is deemed to be relevant in the learning process is valid for inclusion in the references.

Appendices

This section is intended for the inclusion of complementary information that helps with more in-depth study of the content of the wiki.

Teaching materials. Resource types

When developing the main subject in a wiki, and besides the structure of the contents, authors may apply a series of teaching resources, designed from the functional design point of view to help with learning. None of these resources (which have specific graphic treatment) are compulsory.

The existing resource types for text contents can also be applied in the case of wikis:

- **Key idea / Key text:** this highlights the main ideas of the discourse: a definition, a small summary of the concepts covered, conclusions, etc. It should not exceed ten lines and may include a list or a diagram (if this is felt to be necessary). A definition would be an example of this, as it is key information that allows the student to better understand the content.

- **Complementary content:** this is used to identify complementary information to that given in the central text box.
- **Example:** this illustrates an idea, concept, procedure or assessment in the basic content of the material.
- **Case study text:** this is an example that is repeated throughout the text, with additional information (corresponding to the different sections), to create a practical explanation parallel to the theoretical content to aid understanding.
- **Source code:** excerpts of executable code (or pseudo-code) are given so that students can run it on their device to check that it works.
- **Reflection:** this is used to pose an open question that makes students think about the content next to it.
- **Citation:** this is identified with the literal citations of text excerpts that the author wants to highlight. It is placed between double inverted commas and should state the source (if possible, the complete bibliographical reference).
- **Footnote:** this consists of very brief notes or short clarifications made on the basis of a word or sentence to which it is linked.
- **Links to external sources:** we advise against including links to external sources from the text; if you have to, then they should be kept to the bare minimum. In this case, make sure that they are URLs to documents that can be used (rights) and that they are permanent (the link will not change over time and will always work, with no need for the content to be reviewed, updated or edited).
- **See also:** this is designed to include internal references or reminders of content in the wiki. References to other courses may (as an exception) be made.
- **Figure (diagrams, pictures, illustrations):** these should add value to the content; therefore, as many as are needed to structure it graphically should be included. Evidently, there are subjects that need more than others. Generally speaking, graphs and diagrams are numbered and may have a title and footer.
- **Formula:** this includes mathematical formulae.
- **Table:** this consists of relevant tables, which may be numbered and have a title and footer. They may be static or dynamic and interactive.
- **Video:** depending on the knowledge area, it is essential to include audiovisual resources in the material. Wikis can include YouTube and Vimeo videos.

- **Activity:** besides the possibility of having the activities in a fixed section devoted solely to them, authors can propose learning activities during the development of the subject, with the idea that they be done at precise moments when concepts are explained.

Diversity and gender

The contents that appear in the wiki, whether they are in text, graphic or audiovisual format, must respect equality and dignity, guaranteeing representation of the diversity in our society. This entails using language that respects people, thus avoiding terms or expressions that could marginalize certain social groups.

When it comes to choosing examples, we should reproduce everyday situations with an equal representation of both sexes. Try to avoid disseminating messages that promote stereotypes, except in cases in which the example is actually intended to highlight a discriminatory situation.

Similarly, the images or visual resources provided (photographs, videos and illustrations) should ensure that, across any given hierarchical level, there is balanced representation in terms of gender, culture, religion, race, etc.

In bibliographical references, the same visibility should be given to both men and women. The full name should be given instead of simply the initial.

For example:

Cortés, Josepa; Pons, Vicent (1993). "La biblioteca jurídica de Jaume d'Eixarc (1479)". *Saitabi* (XLIII, p. 181-194)

On the Language Service website, you will find basic advice on how to use gender-neutral language in your writing.

Typographic resources

Bold

This is used to highlight key concepts or words. It should not be used to highlight entire sentences (a whole sentence in bold would perhaps be a key idea). It carries out the function of emphasizing italics.

Italics

Italics are used to identify words in a different language from that of the work, for metalanguage or to identify concepts that will be defined subsequently. They are not used to highlight words (bold is used for this) or to identify chapter titles that do not allow numeration.

Courier

This refers to computing concepts that appear in the middle of text (class names, attributes, objects, etc).